DOCUMENT RESUME

ED 467 900 CE 083 598

AUTHOR	Wonacott, Michael E.
TITLE	Proprietary, Career, and Charter Schools and CTE. Trends and Issues Alert.
INSTITUTION	ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	No-36
PUB DATE	2002-00-00
NOTE	4p.
CONTRACT	ED-99-CO-0013
AVAILABLE FROM	For full text: http://www.ericacve.org/pubs.asp.
PUB TYPE	ERIC Publications (071)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Accreditation (Institutions); Achievement Tests; *Charter Schools; College Curriculum; Education Work Relationship; Educational Change; Educational Quality; Labor Needs; Postsecondary Education; *Proprietary Schools; *School Business Relationship; Secondary Education; Student Characteristics; Student Organizations; Student Personnel Services; *Vocational Education
IDENTIFIERS	*Career and Technical Education

ABSTRACT

Proprietary and career schools have long provided postsecondary career and technical education (CTE) as private, for-profit institutions. In recent years, they have been joined at the secondary level by charter schools providing CTE. These issues affect proprietary, career, and charter schools as providers of secondary or postsecondary CTE: the quality of programs and services; training students for oversupplied occupations; provision and effectiveness of student support services; state postsecondary oversight and licensing; and student success on state proficiency tests. Prominent approaches to ensuring quality are accreditation for proprietary and career schools and close charter school/employer partnerships, with employer-linked charter schools a growing phenomenon. One question at the postsecondary level is whether proprietary and career schools are becoming more like public community and technical colleges, particularly in student characteristics and breadth of training and education. At the secondary level, the similarity between CTE charter schools and school-to-work concepts is often pointed out. (An annotated listing of 27 resources is followed by a list of 3 Web resources.) (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 900

Proprietary, Career, and Charter Schools and CTE Trends and Issues Alert No. 36

Michael E. Wonacott

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
College of Education
The Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090

CE 083 598

BEST COPY AVAILABLE

Clearinghouse on Adult, Career, and Vocational Education
ERIC Educational Resources Information Center
TRENDS AND ISSUES ALERT
NO. 36

by Michael E. Wonacott
2002

Proprietary, Career, and Charter Schools and CTE

Proprietary and career schools have long provided postsecondary career and technical education (CTE) as private, for-profit institutions. In recent years, they have been joined at the secondary level by charter schools providing CTE. This *Alert* addresses important trends and issues affecting proprietary, career, and charter schools as providers of secondary or postsecondary CTE, as well as the implications of those trends for the more traditional, public institutions providing CTE.

The quality of programs and services, a long-standing issue for proprietary and career schools (Burd 1998), is also under scrutiny for charter schools. Issues include training students for oversupplied occupations (General Accounting Office 1997a), provision and effectiveness of student support services (Washington State 1998), state postsecondary oversight and licensing (California Postsecondary Education Commission 1995), and student success on state proficiency tests (Drew 2002). Prominent approaches to ensuring quality are accreditation for proprietary and career schools (Lewis 1999) and close charter school/employer partnerships (*The Inside View* 2001), with employer-linked charter schools a growing phenomenon (*Learning from Experience* 1998).

One question at the postsecondary level—perhaps a trend, perhaps not—is whether proprietary and career schools are becoming more like public community and technical colleges (e.g., Clowes and Hawthorn 1995), particularly in student characteristics (Farmer and O'Lawrence 2000) and breadth of training and education (Moore 1995). At the secondary level, the similarity between CTE charter schools and school-to-work concepts is often pointed out (Goodman 1998).

Resources

Abuses in Federal Student Grant Programs: Proprietary School Abuses. Hearing before the Permanent Subcommittee on Investigations of the Committee on Governmental Affairs. United States Senate, 104th Congress, First Session. Washington, DC: U.S. Congress, 1995. (ED 399 904)
This report of a hearing on Pell Grant fraud and abuse and investigation of proprietary IADE American Schools discusses the effectiveness and improvement of Department of Education oversight.

Arizona Department of Education. *Successful Strategies: Teaching and Learning in Arizona Schools.* Phoenix: School to Work Division, AZ DE, 1998. (ED 430 123)
Profiles include a charter school serving grades 5-8 through a Cradle-to-Career program integrating career exploration and career-related curriculum themes; Bureau of Indian Affairs charter school, part of a school-to-work coalition serving 1,800 students in 8 communities.

Burd, S. "For-Profit Schools Win New Respect in Congress." *Chronicle of Higher Education* 45, no. 2 (September 4, 1998): A47-A48.
After scrutiny and battles over quality and legitimacy, proprietary institutions have gained increased esteem as members of the higher education community.

California Postsecondary Education Commission. *The Effectiveness of California's Oversight of Private Postsecondary and Vocational Education.* Sacramento: CPEC, 1995. (ED 403 803)
Reform legislation protected the integrity of proprietary school degrees and diplomas, protected students from misrepresentation and unfair practices, and promoted schools' financial integrity. Recommended: added oversight/enforcement authority/resources, consistent standards for degree/nondegree programs and profit/nonprofit institutions.

Charter School Solutions 3, no. 3 (May-June 2000). <http://www.susanfschulz.com/sfsa/downloads/newsletters/nl_mj00.pdf>
Online commercial newsletter for career schools includes brief articles on student services, accreditation, and business operations.

Clowes, D. A., and Hawthorn, E. M., eds. *Community Colleges and Proprietary Schools: Conflict or Convergence? New Directions for Community Colleges No. 91.* San Francisco, CA: Jossey-Bass, 1995. (ED 387 193)
Addresses the issue: Are proprietary schools becoming more or less like community colleges? Articles cover mission, governance, funding; history; student characteristics; default, accreditation, articulation; federal student aid policy; state oversight; future directions.

Crossland, R. *1997-98 Articulation and Transfer in the State of Washington.* Olympia, WA: State Board for Community and Technical Colleges, 1997. (ED 416 922)
Public community and technical colleges should provide clearer information on transfers from private career schools and appoint a career school liaison; improvements are needed in transferring credits from career schools.

Czaja, M. D., and Belcher, S. "A Charter School in Partnerships for At-Risk Youth." Paper presented at the Annual Conference of the National Rural Education Association, Colorado Springs, CO, October 13-17, 1999. (ED 437 236)
The importance of partnerships between charter school for adjudicated youth and state/local agencies is discussed.

Drew, J. "State Agrees to Terminate Village Schule." *Toledo Blade,* June 12, 2002, online, n.p.
The director of a school integrating the arts into core academics attributed poor recordkeeping and a decline in state proficiency test scores to the difficulty of combining a small business and an educational institution.

Farmer, E. I., and O'Lawrence, H. "A Benchmark Review of Postsecondary Technical Students in Pennsylvania." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 24-28, 2000. (ED 440 273)
Presents data on ethnicity, gender, marital status, program enrollment, grade point averages, and hours worked per week of students in community colleges and 2-year proprietary schools.

Forrest, B. "Private Schools and Agricultural Education in North Carolina." *Agricultural Education Magazine* 70, no. 6 (May-June 1998): 7, 11.
Explains how private schools provide secondary agricultural education and leadership training through Future Farmers of America.

General Accounting Office. *Proprietary Schools: Analysis of Comments Received from an Association of Schools.* Washington, DC: Health, Education, and Human Services Division, GAO, 1997a. (ED 413 422)
Following objections from a proprietary school association, the GAO defended findings that inappropriate job projection and other practices by proprietary school may lead to training students for oversupplied occupations.

BEST COPY AVAILABLE

General Accounting Office. ***Proprietary Schools: Millions Spent to Train Students for Oversupplied Occupations.*** Washington, DC: GAO, 1997b. (ED 408 464)
Described the extent of federal Title IV financial aid to proprietary school students; found that inappropriate job projection and other practices by proprietary school may lead to training students for oversupplied occupations.

Goodman, G. ***An Analysis of School-to-Work Implementation in Selected Charter Schools.*** Tucson, AZ: Creative Research Associates, 1998. (ED 435 839)
Profile of three Arizona charter schools shows similarities to the school-to-work concept—basic rationale, community involvement, accountability, choice, and options.

Hardy, L. "High Tech High." ***American School Board Journal*** 188, no. 7 (July 2001): 12-15.
Describes a charter school that embraces project learning, real-world problem solving, student freedom, multilevel classrooms, and video student work portfolios.

The Inside View-October, 2000. Kansas City, MO: Charter School Partnership, The Learning Exchange, 2001. <http://www.lx.org/csp/csvi110200.html>
Kansas City Career Academy, a charter school founded when the district's vocational high school was closed, is driven by local labor market demand and school/business collaboration and partnerships.

An Inventory of Business-Linked Charter Schools. Lansing, MI: Public Policy Associates; Washington, DC: National Alliance of Business; and Ann Arbor: Michigan Future, 1998. (ED 435 811)
Identifies four career orientations (career preparation, career focus, career informed, noncareer partnership) and six recurring themes (stages of school development; adapting to environment; career path identification and choice; customized design options; variation in organizational structure; impact of state legislation).

Learning from Experience: Case Studies of Employer-Linked Charter Schools. Lansing, MI: Public Policy Associates; Washington, DC: National Alliance of Business; and Ann Arbor: Michigan Future, 1998. (ED 435 812)
Case studies focused on the vision of founders, learning in context, meeting work force development needs, staffing, and role models and mentoring.

Lewis, M. V. ***Student Outcomes at Private, Accredited Career Schools and Colleges of Technology: An Analysis of the Effects of Selected School/College Characteristics on Student Outcomes for School Years 1990 through 1993.*** Columbus: Center on Education and Training for Employment, the Ohio State University, 1995. (ED 379 492)
Graduation, withdrawal, training-related placement, and federal student loan default rates for full- vs. part-time students were identified. Characteristics associated with school performance included total enrollment, main or branch campus, dual accreditation, separate facilities, average program length, faculty turnover, and percentage of "ability to benefit" students.

Lewis, M. V. ***An Examination of the Standards Established by the Accrediting Commission of Career Schools and Colleges of Technology.*** Columbus: Center on Education and Training for Employment, the Ohio State University, 1999. (ED 432 694)
Results showed strong to very strong administrator support of standards. Very positive student, graduate, and employer responses indicated that standards were producing intended conditions and outcomes.

Missouri State Coordinating Board for Higher Education. ***Technical Education: Missouri State Plan for Postsecondary Technical Education.*** Jefferson City: MOCBHE, 1996. (ED 437 099)
State-certified private career schools should be involved in program articulation, regional partnerships, proposed state scholarship program, and expanding customized training.

Moore, R. W. "Proprietary Schools—Are They Heroes or Villains in Education?" ***Journal of Technology Studies*** 21, no. 2 (Winter-Spring 1995): 60-65.
Proprietary schools train students for immediate employment but can also help students develop in more general areas. Public and proprietary schools have about the same rate of completions, job placements, and earnings.

Murphy, B. ***Career Options: If Not College, What?*** Pittsburgh, PA: High School Graduate, 2002. <http://www.thehighschool graduate.com/editorial/BO/BOcareerschool.htm>
Orients graduates to career schools and issues (e.g., curriculum, credentials, accreditation, placement services and rate, training methods and quality, scholarships and financial aid, affordability, income and career potential, and student commitment).

Redefining Public Education: The Promise of Employer-Linked Charter Schools. Lansing, MI: Public Policy Associates; Washington, DC: National Alliance of Business; and Ann Arbor: Michigan Future, 1999. (ED 435 813)
Employer-linked charter schools can increase business "ownership," promote different forms of relationships with public education, and serve diverse and disadvantaged student populations.

Washington State Workforce Training and Education Coordination Board. ***Evaluation of Private Career Schools.*** Olympia: WA WTECB, 1997. (ED 413 524)
Results showed that students were representative of the state population, entered schools to gain job skills and got them, and generally found related employment. Improvements in math instruction and job-seeking advice were found.

Washington State Workforce Training and Education Coordination Board. ***Workforce Training Results 1998: An Evaluation of Washington State's Workforce Training System.*** Olympia: WA WTECB, 1998. (ED 425 348)
Based on a very small sample, private career schools were found generally weaker than other programs for adults in general workplace skills, communications, and support service access.

Zinser, J. ***State Education Funding Policies and School-to-Work Transitions for Dropouts and At-Risk Students.*** Washington, DC: National School-to-Work Office, 1997. (ED 413 482)
Can state funding follow students to alternative learning environments like charter schools? No laws were found either requiring or prohibiting it.

Web Resources

Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) <http://www.accsct.org> provides information on the accrediting process, other links and resources, and ACCSCT accreditation standards.

Career College Association provides links to national and regional accrediting agencies, state associations, and other education associations <http://www.career.org/related_orgs.html>.

Employer-Linked Charter Schools <http://www.employercharterschools.com> provides information, resources, links, and publications, including case studies.

This project has been funded at least in part with Federal funds from the U.S. Department of Education under Contract No. ED-99-CO-0013. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. ***Trends and Issues Alerts*** may be freely reproduced and are available at <http://ericacve.org/tia.asp>.

Center on Education and Training for Employment
College of Education
The Ohio State University
1900 Kenny Road
Columbus OH 43210-1090

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☒ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").